

#### DMC MANAGER'S TOOLKIT

Guide for Developing a Multidimensional Teacher Evaluation System

FOR REPRINTS PLEASE CALL 877-DMC-3500 OR EMAIL US AT INFO@DMCOUNCIL.ORG

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## Guide to Developing Multidimensional Teacher Evaluation Systems

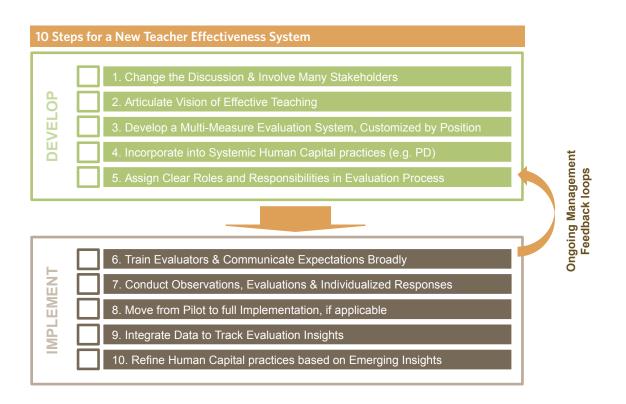
The District Management Council (DMC) has developed this guide to assist districts with discussions focused on the redesign of their teacher evaluation and support systems.

Race to the Top and the Elementary and Secondary Education Act (ESEA) ask states and local districts to establish definitions of teacher effectiveness "that are based in significant part on student growth and also include other measures, such as classroom observations of practice." No single measure of student learning, standardized test or otherwise, is a complete or fair measure of what students learn or how teachers teach.

As the national dialogue has shifted from teacher quality to teacher effectiveness, research emphasis has shifted from evaluating possible predictive

personal characteristics to evaluating actual teaching practice, human capital activities and resource allocation.

Research has shown that most teacher characteristics and qualifications have little predictive effect on student achievement outcomes, and reform emphasis is now on robust evaluation systems that tie quantitative and qualitative measures of effectiveness together, generating a source of rich insights to improve the management of related human capital systems including recruiting and professional development,



among others. Evidence of teacher effectiveness will need to follow a multidimensional approach that includes both teacher practice and student learning.

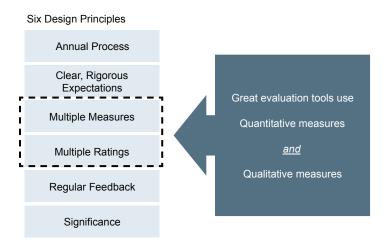
Shown below left, DMC has designed a process that allows districts to pursue a more robust teacher effectiveness program that emphasizes the systemic nature of teacher evaluations. Before using this guide, districts should have tackled the first two formative steps of this process: 1) Changing the nature of the discussion about teacher effectiveness in the district and involving a broad range of stakeholders in that discussion and 2) articulating a vision of what great teaching should represent. This workbook addresses the third step in the process: creating a multi-measure evaluation system that assesses how well the vision for great teaching is being met. The evaluation system should form the basis by which developmental teacher support can be provided. The guide also can support conversations to address how other positions are evaluated, in particular those where a more direct link to student outcome responsibilities should be articulated.

Great teacher evaluations should support teacher development and should also provide critical information to help improve a variety of district-wide human capital systems, including recruiting and staffing models among others. Once the revised evaluation system has been agreed upon, the district can proceed to the final two steps in

the development process: aligning human capital practices, such as professional development, to the vision for effective teaching created in the previous steps, and assigning clear roles and responsibilities for execution. The final five steps in DMC's process address implementation stages. For further information and support for these steps, please contact DMC.

As outlined in the New Teacher Project's six design principles for teacher evaluation (shown below), teacher evaluations should contain multiple measures and multiple ratings. But what should they be? This guide is designed to facilitate conversations to answer this question for your district.

#### **Delivering Great Evaluations: Best Practices**



Source: The New Teacher Project, DMC Analysis

#### This guide has three main components:

- A. An overview of the topic of teacher effectiveness, beginning with a broad introduction of the topic, and including descriptions of specific evaluation measures, as well as worksheets aimed at increasing understanding of the topic and specific measures.
- B. Individual worksheets for discussing and designing specific qualitative and quantitative measures that may be included in your evaluation design. Multiple copies of some worksheets are included for your convenience.
- C. Summary worksheets for tabulating the individual worksheets. These include summary sheets for addressing stakeholder considerations, individual design components, and the overall weighting for each measure. Space to note process-related factors such as frequency, timing, and responsibility for execution is also provided.

DMC recommends using the guide to help structure discussions with key stakeholders as your district's evaluation reform progresses. The guide can be used to help support one-on-one discussions or group discussions.

## A sample team discussion using this guide might follow these six steps:

- 1) Convene a team meeting.
- 2) Distribute the guide in advance and task team members to think broadly about the topic, about which components are necessary for the district, and how important the components should be relative to one another.
- 3) Complete the initial overview worksheet as a team.
- 4) Complete the worksheets for each measurement approach as a team, being careful to note why or why not a specific approach was taken.
- 5) Compile summary worksheets as a team, debating the best approach for your district in terms of weighting of measures, fit with key process constraints, and stakeholder considerations.
- 6) Assign clear roles and responsibilities for executing each measure to help prepare for implementation.

A general description of possible measurement approaches is shown on the next page. This workbook includes individual worksheets for a selection of measurement approaches. The workflow, discussed on the following page, will guide individuals through this workbook.

#### Workflow and additional considerations

DMC suggests the following work process for the purpose of generating a strategic discussion around the development of a new evaluation tool:



This workbook contains specific instructions for each worksheet. We have included additional worksheets so that you may complete the evaluation tool development process for multiple types of teachers or professionals that you may wish to evaluate. The workflow diagram above is featured throughout the workbook and can act as a place marker as you work through the evaluation tool development process.

As you begin to develop your district's teacher evaluation plan, please note that the intent of this workbook is to serve as a guide for thematic, strategic, and systems-focused discussions. The guide is not meant to be comprehensive or address all design considerations for a particular measure, but it can serve as a guide for working through the process of developing a new evaluation tool.

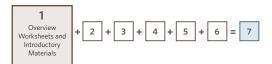
In conducting workshops with this guide, DMC has observed that the context of a particular district will determine a set of considerations that must be addressed in order to create a successful new evaluation tool. These issues might include inter-rater reliability, legality, specific stakeholder considerations, and more. Whatever these additional considerations happen to be, DMC encourages you to approach them in the same thoughtful and strategic manner as is laid out in this workbook.

Additionally, there are many ongoing management issues to address after completing this workbook and moving to finalize a new evaluation tool. The importance of a systems-focus, specifically how the evaluation tool will be connected to other parts of the evaluation process and broader human capital system (which includes professional development, promotion, commendation, discipline, etc.), is another significant topic that must be taken into consideration. Further, determining accountable parties who will lead the district forward and work explicitly to engage stakeholders is a brief part of this workbook but requires a broad range of activities beyond the scope of this guide. Developing an evaluation tool is, thus, only one part of the total effectiveness system.

As your district develops its new evaluation plan, DMC is available to assist with a variety of teacher effectiveness, strategy, and human capital-related services.

## Setting the Stage

This workbook is designed to be part of a process and discussion that ultimately aides in the collaborative creation of an evaluation tool. Below are important questions and considerations that can help transition a team into the evaluation tool creation process.



This is #1 of 2 introductory pages meant to generate broad discussion about the topic.

Please take some time to think through and answer these questions before proceeding to the evaluation tool design.

1) Where is the district now?	
a. Please describe the district's current teacher effectiveness process (process=how you determine, even as the district's current teacher effectiveness process (process=how you determine, even as the district's current teacher effectiveness process (process=how you determine, even as the district's current teacher effectiveness process (process=how you determine, even as the district's current teacher effectiveness process (process=how you determine, even as the district's current teacher effectiveness process (process=how you determine, even as the district's current teacher effectiveness process (process=how you determine, even as the district's current teacher effectiveness process (process=how you determine, even as the district teacher effectiveness).	valuate, and promote teacher effectiveness).
b. What is the district's current evaluation tool, and how well does it work?	
2) As the district improves its teacher effectiveness process, what should the process accomplish?	
3) As the district improves its teacher effectiveness process, how will the evaluation tool fit in to that pro	cess?
1) How will the current evaluation tool need to change to be a useful part of an improved process?	

## Overview of Possible Measurement Approaches

As you move into the evaluation tool design process itself, keep the following measurement approaches in mind as potential components for your evaluation tool. The list is not exhaustive, and there is room on the following pages to incorporate additional measures.



This is #2 of 2 introductory pages meant to generate broad discussion about the topic.

#### **Teacher Practice: QUALITATIVE MEASURES**

APPROACH	DESCRIPTION
Classroom Observations	Observations of classroom instruction by the school principal or other qualified, designated reviewer. Observations can take a wide range of formats, including scheduled or unscheduled, short or long.
Analysis/Rating of Classroom Artifacts	This approach would include a qualitative professional judgment and scoring of a set of classroom artifacts. The professional judgment and scoring may be written by the principal alone, or with complementary input from other professionals.  Classroom artifacts may include the following: lesson plans, curriculum units, student work samples, audio or video and/or classroom discussion transcripts, and more.
Analysis/Rating of Teacher Portfolio	This approach would include a qualitative professional judgment of a teacher portfolio. The professional judgment and scoring may be written by the principal alone or with complementary input from other professionals.  A portfolio is a coherent set of materials that represent teaching practice as related to student learning. A portfolio may include the following: a summary of teaching experience and responsibilities, a reflective statement of teaching philosophy and goals, a discussion of teaching methods and strategies, as well as activities undertaken to improve teaching, and a statement of goals and plans for the future. Additional supplemental materials that further document or support the main portfolio are possible too.
Teacher Self-Evaluation	A self-evaluation process can be established that reflects the district's vision for effective teaching. The teacher would complete a self-scoring rubric that may address the following areas: classroom environment, curriculum and instruction, planning and scheduling, documentation and assessment, interactions with families, and more.  Beyond a simple form filled out by the teacher through self-reflection, the teacher may supplement their own perception with that of their peers, students or families by use of surveys, possibly anonymous, through which the teacher may include data points to exhibit areas of strength, weakness, and future growth.
Peer, Student, or Parent Ratings	Solicitation of feedback using standardized survey instruments from peers students or parents regarding specific dimensions of effective teaching (e.g., instruction or classroom environment, professional responsibilities or role in community).

#### **Student Achievement: QUANTITATIVE MEASURES**

APPROACH	DESCRIPTION
Growth Data: Individual Classroom or School-wide	Growth models track the test scores of the same students from one year to the next to determine the extent of their progress. Growth models usually do not control for student or school background factors, and therefore they do not attempt to address which factors are responsible for student growth. (Example: Gain scores computed to compare the performance of the current year's fourth graders with that of the same group of students last year, when they were in third grade.)  Sample Usage: State of Colorado, Denver ProComp, Montgomery County Public Schools (MD)
Value-added Data: Individual Classroom or School-wide	Value-added models are statistical models that attribute some portion of student achievement growth over time to certain schools, teachers, or programs.  With most models, the value-added estimate for a school or a teacher is the difference between the observed improvement of the students and the expected improvement (after taking account of differences among students that might be related to their academic achievement).  Sample Usage: Chicago Public Schools, Tennessee DOE, District of Columbia Public Schools

### Classroom Observations

Classroom observations are a critical part of teacher evaluations. Select the teacher category for which you are developing an evaluation. We recommend you begin this discussion with core teachers in mind.

#### **Teacher Category**

■ ELA/Math

□ Non-core (e.g., music, art)

Core non-tested

(e.g., social studies, foreign language)

Other\_ (e.g., quidance counselor, psychologist)

	2		3	Ι.							
1 +	Select category of teacher to be	+	Complete Classroom	+	4	+	5	+	6	=	7
	evaluated		Observation Worksheets								

This worksheet incorporates Step 2 and Step 3. First, select a category of teacher to be evaluated. Then design a classroom observation tool.

#### **DESIGN QUESTIONS**

#### 1. Classroom observations will be used to evaluate effective

teaching in the following areas: (Check all that apply)

☐ Planning and preparation ☐ Professional Responsibilities

☐ Classroom environment ☐ Community Role Instruction

Other\_

It is important to design a well-balanced evaluation tool, but equally important to determine exactly what that tool is being designed to measure.

POINTS OF CONSIDERATION

#### 2. Who will be responsible for designing the actual observation rubric?

It is important to make sure that as your district moves forward, there are appointed parties who will take the lead in designing the system. The selected individual(s) will need to take the lead on securing buy-in, clarifying the process, and acting as a knowledge base.

#### 3. Who will perform the observations?

Principal

Other Content Experts Peers

Assistant Principal

The most common choice will likely be principals/assistant principals, but it is important to determine if these individuals are able to evaluate all types of teachers/professionals in their building.

#### 4. How many times will you observe each teacher in a given school year?

(Please mark your numerical choice on the line)



Keep in mind the capacity of your evaluators. Traditionally, evaluations have occurred once per year or once every few years, but an increasing number of rubrics focus on conducting a greater number of observations in a given year. While conducting more evaluations means more useful data, they also create more time constraints for the evaluator.

#### 5. How long will each observation be? (Please mark your choice on the line; if observations will not always be of equal length, please indicate)



It is important to determine if evaluators will physically be able to observe for the total amount of time, given their other responsibilities (teachers in building x number of evaluations/year x length of each evaluation).

## Classroom Observations

6. Will feedback be given to the teacher?  Yes, verbally Other Other	What will be the standard expectation for each evaluator when it comes to providing feedback to teachers?
7. How often will feedback be given? (e.g., after each observation, quarterly, annually, etc.)	Establishing certain protocols related to feedback helps to build consistency into the process from evaluator to evaluator.
8. Who will see the feedback?  Just the evaluator  Just the teacher and the evaluator  The teacher, the evaluator, and others (please list)	Which individuals need to see this information, and how will it be used to improve the evaluation system and boost teacher effectiveness?
9. How will the feedback be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	The incorporation of feedback into the observation cycle is an important part of creating an evaluation system. How will the evaluator use the information that he or she gathers?
WHAT POTENTIAL BARRIERS EXIST?	
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHA	T ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

#### Classroom Observations additional teacher category

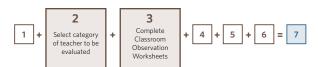
Select an additional teacher category, different from the one selected before, and design an additional tool.

#### **Teacher Category**

- ELA/Math
- Non-core (e.g., music, art)
- Core non-tested

(e.g., social studies, foreign language)

	Other					
(e.g	., guidance	col	ınselor,	psych	nologist	)



This is an additional worksheet if you choose to design a classroom observation tool for a second type of teacher. It incorporates Step 2 and Step 3.

#### **DESIGN QUESTIONS**

#### POINTS OF CONSIDERATION

#### 1. Classroom observations will be used to evaluate effective teaching in the following areas: (Check all that apply)

- ☐ Planning and preparation ☐ Professional Responsibilities
- ☐ Classroom environment ☐ Community Role
- Instruction
- Other\_

It is important to design a well-balanced evaluation tool, but equally important to determine exactly what that tool is being designed to measure.

#### 2. Who will be responsible for designing the actual observation rubric?

It is important to make sure that as your district moves forward, there are appointed parties who will take the lead in designing the system. The selected individual(s) will need to take the lead on securing buy-in, clarifying the process, and acting as a knowledge base.

#### 3. Who will perform the observations?

- Principal
- Other
- Content Experts

Peers Assistant Principal

The most common choice will likely be principals/assistant principals, but it is important to determine if these individuals are able to evaluate all types of teachers/professionals in their building.

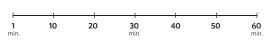
#### 4. How many times will you observe each teacher in a given school year?

(Please mark your numerical choice on the line)



Keep in mind the capacity of your evaluators. Traditionally, evaluations have occurred once per year or once every few years, but an increasing number of rubrics focus on conducting a greater number of observations in a given year. While conducting more evaluations means more useful data, they also create more time constraints for the evaluator.

#### 5. How long will each observation be? (Please mark your choice on the line; if observations will not always be of equal length, please indicate)



It is important to determine if evaluators will physically be able to observe for the total amount of time, given their other responsibilities (teachers in building x number of evaluations/year x length of each evaluation).

## Classroom Observations

6. Will feedback be given to the teacher?  Yes, verbally Other Other	What will be the standard expectation for each evaluator when it comes to providing feedback to teachers?
7. How often will feedback be given? (e.g., after each observation, quarterly, annually, etc.)	Establishing certain protocols related to feedback helps to build consistency into the process from evaluator to evaluator.
8. Who will see the feedback?  Just the evaluator  Just the teacher and the evaluator  The teacher, the evaluator, and others  (please list)	Which individuals need to see this information, and how will it be used to improve the evaluation system and boost teacher effectiveness?
9. How will the feedback be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	The incorporation of feedback into the observation cycle is an important part of creating an evaluation system. How will the evaluator use the information that he or she gathers?
WHAT POTENTIAL BARRIERS EXIST?	
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT	ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

Once you have determined a framework for how classroom observations will be conducted and implemented, you can incorporate additional qualitative measures into your evaluation tool. For each potential qualitative measure that you would like to include, complete a qualitative evaluation measure worksheet (below). We have provided three in this workbook. Please keep in mind the teacher category for which you are developing the tool.



This is Step 4, your first opportunity to institute an additional qualitative measure in the evaluation tool. Keeping in mind your teacher type(s), you may select other measures for your evaluation tool.

Select the teacher categories for which you are developing the tool.  Teacher Category  ELA/Math Non-core (e.g., music, art) Other (e.g., social studies, foreign language)  (e.g., guidance counselor, psychologist)	Which of the following measurement approaches will you incorporate into your evaluation tool? (Please select one)  Parent input Self evaluation  Student input Teacher portfolio Peer input Classroom artifacts Other
DESIGN QUESTIONS	POINTS OF CONSIDERATION
<ul> <li>1. For the measurement approach you have selected, indicate the areas of effective teaching it will evaluate:</li> <li>Planning and preparation</li> <li>Classroom environment</li> <li>Community Role</li> <li>Instruction</li> <li>Other</li> </ul>	Consider what additional areas of effective teaching this additional measure may allow you to measure and develop in district teaching staff.
2. How will you collect the information?	Logistically, collecting information for additional qualitative measures may require varying levels of planning and coordination.
3. Who will be responsible for collecting this information?	Perhaps the individual collecting this information will be the same person conducting classroom evaluations, but perhaps another individual is required due to workload considerations.
4. Who will design the rubric dictating how this information will be evaluated?	A rubric for evaluating additional qualitative measures will add consistency to evaluations across the district.
5. How often will this measurement approach be used in a given school year?	What is the appropriate timing? Also, keep in mind the capacity of your evaluators.

6. Will feedback be given to the teacher?  Yes, verbally Other Other	What will be the standard expectation for each evaluator when it comes to providing feedback to teachers?
7. How often will feedback be given? (e.g., after each observation, quarterly, annually, etc.)	Establishing certain feedback will build consistency into the process from evaluator to evaluator.
8. Who will see the feedback?  Just the evaluator  Just the teacher and the evaluator  The teacher, the evaluator, and others (please list)	Which individuals need to see this information in order to continually develop the teacher evaluation system?
9. How will the feedback be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	The incorporation of feedback into the observation cycle is an important part of evaluation system thinking. How will the evaluator use the information that he or she gathers?
WHAT POTENTIAL BARRIERS EXIST?	
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT A	CTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

Teacher Category  ELA/Math  Non-core (e.g., music, art)  Other  (e.g., social studies, foreign language)  Which of the following measurement approaches will you incorporate into your evaluation tool? (Please select one)  Parent input  Self evaluation  Student input  Classroom artifacts  Other  Other	This is Step 4, worksheet #2. It is useful for either adding another qualitative measure to your evaluation tool or for continuing to design an evaluation tool for a second teacher type.
DESIGN QUESTIONS	POINTS OF CONSIDERATION
1. For the measurement approach you have selected, indicate the areas of effective teaching it will evaluate:  Planning and preparation Professional Responsibilities Classroom environment Community Role Instruction Other	Consider what additional areas of effective teaching this additional measure may allow you to measure and develop in district teaching staff.
2. How will you collect the information?	Logistically, collecting information for additional qualitative measures may require varying levels of planning and coordination.
3. Who will be responsible for collecting this information?	Perhaps the individual collecting this information will be the same person conducting classroom evaluations, but perhaps another individual is required due to workload considerations.
4. Who will design the rubric dictating how this information will be evaluated?	A rubric for evaluating additional qualitative measures will add consistency to evaluations across the district.
5. How often will this measurement approach be used in a given school year?	What is the appropriate timing? Also, keep in mind the capacity of your evaluators.

## QUALITATIVE

6. Will feedback be given to the teacher?  Yes, verbally Other Other	What will be the standard expectation for each evaluator when it comes to providing feedback to teachers?
7. How often will feedback be given? (e.g., after each observation, quarterly, annually, etc.)	Establishing certain feedback will build consistency into the process from evaluator to evaluator.
8. Who will see the feedback?  Just the evaluator  Just the teacher and the evaluator  The teacher, the evaluator, and others (please list)	Which individuals need to see this information in order to continually develop the teacher evaluation system?
9. How will the feedback be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	The incorporation of feedback into the observation cycle is an important part of evaluation system thinking. How will the evaluator use the information that he or she gathers?
WHAT POTENTIAL BARRIERS EXIST?	
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT A	CTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

Select the teacher categories for which you are developing the tool.	
Teacher Category	1 + 2 + 3 + Complete
□ ELA/Math □ Non-core (e.g., music, art)	Measures Worksheets
☐ Core non-tested ☐ Other	
(e.g., social studies, foreign language) (e.g., guidance counselor, psychologist)	This is Step 4, worksheet #3. It is useful for either adding another qualitative measure to your evaluation tool or for continuing to design
Which of the following measurement approaches will you incorporate into your evaluation tool? (Please select one)	an evaluation tool for a second teacher type.
☐ Parent input ☐ Self evaluation	
☐ Student input ☐ Teacher portfolio	
☐ Peer input ☐ Classroom artifacts	
Other	
DESIGN QUESTIONS	POINTS OF CONSIDERATION
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1. For the measurement approach you have selected, indicate the areas of effective teaching it will evaluate:	Consider what additional areas of effective teaching this additional measure may allow you to measure and develop in district teaching staff.
<ul><li>□ Planning and preparation</li><li>□ Classroom environment</li><li>□ Community Role</li></ul>	
□ Instruction □ Other	
2. How will you collect the information?	Logistically, collecting information for additional qualitative measures may require varying levels of planning and coordination.
3. Who will be responsible for collecting this information?	Perhaps the individual collecting this information will be the same person conducting classroom evaluations, but perhaps another individual is required due to workload considerations.
4. Who will design the rubric dictating how this information	A rubric for evaluating additional qualitative measures will add
will be evaluated?	consistency to evaluations across the district.
5. How often will this measurement approach be used in a given school year?	What is the appropriate timing? Also, keep in mind the capacity of your evaluators.

6. Will feedback be given to the teacher?  Yes, verbally Other Other	What will be the standard expectation for each evaluator when it comes to providing feedback to teachers?
7. How often will feedback be given? (e.g., after each observation, quarterly, annually, etc.)	Establishing certain feedback will build consistency into the process from evaluator to evaluator.
8. Who will see the feedback?  Just the evaluator  Just the teacher and the evaluator  The teacher, the evaluator, and others (please list)	Which individuals need to see this information in order to continually develop the teacher evaluation system?
9. How will the feedback be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	The incorporation of feedback into the observation cycle is an important part of evaluation system thinking. How will the evaluator use the information that he or she gathers?
WHAT POTENTIAL BARRIERS EXIST?	
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT A	CTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

## Student Achievement Measures

Once you have determined the qualitative measurement approaches you will include in your evaluation tool, you can focus on selecting quantitative measurement approaches. We have provided three worksheets so that you may address different categories of teachers if you wish.



This is Step 5, worksheet #1. Remembering the initial teacher type you selected, you can now add a quantitative measure to your evaluation tool.

Select the teacher categories for which you are developing the tool.  Teacher Category  ELA/Math Non-core (e.g., music, art) Core non-tested Other	Which of the following student achievement data models will you use in your evaluation tool? (Check all that apply)  ☐ Growth data: individual classroom ☐ Value-added data: school-wide ☐ Growth data: school-wide ☐ Value-added data: individual classroom ☐ Other
DESIGN QUESTIONS	POINTS OF CONSIDERATION
<ul> <li>1. Do you have the necessary data to implement the models you have selected?</li> <li>Yes</li> <li>No</li> <li>Not sure</li> </ul>	What teacher or school level data does your district have available? What is available from the state? What might be coming in the future? What would you like to see?
If your answer is "no" or "not sure," how can you become ready?	How can your district overcome these barriers?
2. What is the readiness level of your organizational infrastructure to convert to the data model that you have selected?  (e.g., personnel, analytic tools)  High  Med  Low  N/A	What are the barriers to execution? Examples may include overall capacity, data systems capabilities, contractual restrictions, etc. How can these barriers be removed?
3. How compatible is your organizational culture with the transparency of this evaluation method?  □ High □ Med □ Low □ N/A	What is the level of understanding of how quantitative data can be used? How can your district promote buy-in to these approaches?

# QUANTITATIVE

## Student Achievement Measures

4. How compatible are your current teacher contracts?	What restrictions are in place? Is a variance possible?			
☐ High ☐ Med ☐ Low ☐ N/A				
5. Other Considerations				
☐ High ☐ Med ☐ Low ☐ N/A				
6. Who will be primarily responsible for collecting and analyzing this data?	Who will collect the data? Who will analyze the data? How will the individual giving feedback to the teacher be trained?			
7. How will this data be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	How can school or district-wide insights be gathered and applied to such human capital functions as professional development or recruiting?			
WHAT POTENTIAL BARRIERS EXIST?				
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT A	ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?			

## Student Achievement Measures

This worksheet provides an opportunity for you to address a different category of teacher and determine which quantitative measurement approaches you would like to include in the evaluation tool.



This is Step 5, worksheet #2. You can add an additional measure to your evaluation tool or use this sheet to continue to design a tool for a second teacher type.

Select the teacher categories for which you are developing the tool.  Teacher Category  ELA/Math Non-core (e.g., music, art) Other	Which of the following student achievement data models will you use in your evaluation tool? (Check all that apply)  ☐ Growth data: individual classroom ☐ Value-added data: school-wide ☐ Growth data: school-wide ☐ Value-added data: individual classroom ☐ Other
DESIGN QUESTIONS	POINTS OF CONSIDERATION
<ul> <li>1. Do you have the necessary data to implement the models you have selected?</li> <li>Yes</li> <li>No</li> <li>Not sure</li> </ul>	What teacher or school level data does your district have available? What is available from the state? What might be coming in the future? What would you like to see?
If your answer is "no" or "not sure," how can you become ready?	How can your district overcome these barriers?
2. What is the readiness level of your organizational infrastructure to convert to the data model that you have selected?  (e.g., personnel, analytic tools)  High	What are the barriers to execution? Examples may include overall capacity, data systems capabilities, contractual restrictions, etc. How can these barriers be removed?
3. How compatible is your organizational culture with the transparency of this evaluation method?	What is the level of understanding of how quantitative data can be used? How can your district promote buy-in to these approaches?
☐ High ☐ Med ☐ Low ☐ N/A	

## QUANTITATIVE

## Student Achievement Measures

4. How compatible are your current teacher contracts?	What restrictions are in place? Is a variance possible?		
☐ High ☐ Med ☐ Low ☐ N/A			
5. Other Considerations			
□ High □ Med □ Low □ N/A			
6. Who will be primarily responsible for collecting and analyzing this data?	Who will collect the data? Who will analyze the data? How will the individual giving feedback to the teacher be trained?		
7. How will this data be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	How can school or district-wide insights be gathered and applied to such human capital functions as professional development or recruiting?		
WHAT POTENTIAL BARRIERS EXIST?			
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT	ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?		

## Student Achievement Measures

This worksheet provides an opportunity for you to address a different category of teacher and determine which quantitative measurement approaches you would like to include in the evaluation tool.



This is Step 5, worksheet #3. You can add an additional measure to your evaluation tool or use this sheet to continue to design a tool for a second teacher type.

Select the teacher categories for which you are developing the tool.  Teacher Category  ELA/Math Non-core (e.g., music, art) Other	Which of the following student achievement data models will you use in your evaluation tool? (Check all that apply)  ☐ Growth data: individual classroom ☐ Value-added data: school-wide ☐ Growth data: school-wide ☐ Value-added data: individual classroom ☐ Other
DESIGN QUESTIONS	POINTS OF CONSIDERATION
<ul> <li>1. Do you have the necessary data to implement the models you have selected?</li> <li>Yes</li> <li>No</li> <li>Not sure</li> </ul>	What teacher or school level data does your district have available? What is available from the state? What might be coming in the future? What would you like to see?
If your answer is "no" or "not sure," how can you become ready?	How can your district overcome these barriers?
2. What is the readiness level of your organizational infrastructure to convert to the data model that you have selected?  (e.g., personnel, analytic tools)  High	What are the barriers to execution? Examples may include overall capacity, data systems capabilities, contractual restrictions, etc. How can these barriers be removed?
3. How compatible is your organizational culture with the transparency of this evaluation method?	What is the level of understanding of how quantitative data can be used? How can your district promote buy-in to these approaches?
☐ High ☐ Med ☐ Low ☐ N/A	

# QUANTITATIVE

## Student Achievement Measures

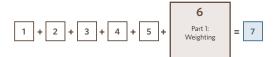
4. How compatible are your current teacher contracts?	What restrictions are in place? Is a variance possible?			
□ High □ Med □ Low □ N/A				
5. Other Considerations				
□ High □ Med □ Low □ N/A				
6. Who will be primarily responsible for collecting and analyzing this data?	Who will collect the data? Who will analyze the data? How will the individual giving feedback to the teacher be trained?			
7. How will this data be incorporated into the teacher effectiveness system?  Summative Evaluation Commendation Professional Development Promotion Discipline Other	How can school or district-wide insights be gathered and applied to such human capital functions as professional development or recruiting?			
WHAT POTENTIAL BARRIERS EXIST?				
WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT	ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?			

### Weighting

It is important to consider how much each measurement approach (e.g., classroom observations, parent input, classroom growth data) will weigh in the total evaluation tool. This worksheet is intended to help you summarize these different weights.

How many different types of evaluations will you have, considering data availability and differences in subject matter taught?

- One for all teachers
- $\square$  Two (e.g., for tested and non-tested)
- ☐ Three (e.g., for tested core, non-tested core, non-core)
- Four or more



This is Part 1 of Step 6, a summary worksheet focused on weighting. You have selected all of the components of your design tool, but what will be the weight of each component?

Type:

Type:

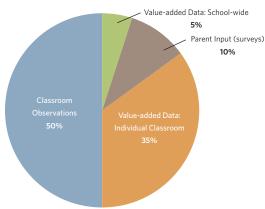
How will you weight the quantitative and qualitative elements chosen?

(e.g., 100% qualitative vs. 100% quantitative vs. 80/20 vs. 20/80 vs. 50/50)

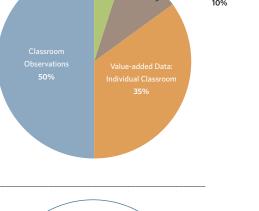
Complete the pie chart(s) below, providing labels and weighting for each measure that will be included in your evaluation tool. If there are multiple types of evaluations, fill out a pie chart for each.

#### EXAMPLE:

Type: Core ELA/Math (3rd-11th grade)



Type:

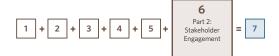


What will the sum total of all of this information be used for? (Check all that apply)

- Summative Evaluation
- Discipline
- Commendation Other\_\_\_
  - Professional Development
- Promotion

## Stakeholder Engagement Summary Page

Once you have had the opportunity to think about the different measures that you will incorporate into your evaluation tool, it is important to think broadly about stakeholder engagement. Here are some guiding questions to get this discussion started, as well as a summary matrix.



This is Part 2 of Step 6, a summary worksheet focused on stakeholder engagement. You have identified stakeholders for each measure, but what are your general stakeholder engagement priorities?

- 1) Successfully designing and implementing all parts of an evaluation tool and system requires buy-in from key stakeholders. Who are your key stakeholders? (i.e., who needs to be involved?)
- 2) What might the key concerns of your stakeholders be if you transition into a new system?
- 3) How can you engage your stakeholders?
- 4) What do you anticipate your biggest challenges will be as you attempt to engage key stakeholder groups?

	STAKEHOLDER ENGA	AGEMENT SUMMARY	
Stakeholder Group	Applicable Evaluation Tool Measure	Challenges/Barriers	Next Steps

## **Evaluation Summary Worksheet**

DISTRICT:			

				7
1 + 2 +	3 + 4	+ 5 +	6 =	New Evaluation Tool-Qualitative and Quantitative Summary

This is Step 7, a snapshot of the new evaluation tool, containing both qualitative and quantitative summary sheets. This is the final step in this process.

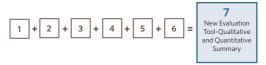
WHAT	wно	WHEN	READINESS	OVERALL WEIGHT
Measurement Approach	Who needs to be involved? What will their roles be? (e.g., principals, assistant principals)	By when will this happen? How frequently will it take place?	What are the potential challenges or barriers you face in implementing this?	What weight will it carry in the overall evaluation? (Provide a percentage)

Subtotal	
SIINTATAI	

## QUANTITATIVE

## **Evaluation Summary Worksheet**

DISTRICT:		



This is Step 7, a snapshot of the new evaluation tool, containing both qualitative and quantitative summary sheets. This is the final step in this process.

WHAT	wно	WHEN	READINESS	OVERALL WEIGHT
Measurement Approach	Who needs to be involved? What will their roles be? (e.g., principals, assistant principals)	By when will this happen? How frequently will it take place?	What are the potential challenges or barriers you face in implementing this?	What weight will it carry in the overall evaluation? (Provide a percentage)

Subtotal	
Total	

#### ADDITIONAL RESOURCES FROM DMC

#### Leadership Development & Human Capital Management

For additional resources, visit www.dmcouncil.org/library or call 877.DMC.3500 to order print copies.

MAB01 Leading Through Crisis Situations	<b>DMJ06</b> DMC Case Study: Innovations in Professional		
MAB02 Motivation Tactics within the DMC Human	Development at the Douglas County School District		
Capital Framework	<b>DMJ07</b> Aurora Public Schools: Building a Culture of Trust		
MAB03 Motivation Through Incentive Compensation	<b>DMJ08</b> Baltimore County Public Schools: Using Innovative		
MAB04 Non-Compensation Tactics for Increasing	Public-Private Partnerships to Accelerate Change		
Motivation	<b>DMJ09</b> Houston Independent School District: Culture		
MAB05 The Principal as Organizational Leader	Change through Performance Pay		
MAB06 Taking a Systemic Approach to Professional Development	<b>DMJ10</b> Pay-for-Performance Programs: Strategies, Structures, and Funding		
MAB07 Teacher Leadership Development	<b>DMJ11</b> DMC Managers' Toolkit: How to Design a Performance Pay Program		
MAB08 Using Succession Planning To Drive District			
Human Capital Growth	DSR03 Growing Your District's Human Capital		
DMJ01 Performance Management, Succession Planning, and Professional Learning Communities	DSR04 Leadership and Human Capital		
<b>DMJ02</b> Delivering Results, Developing Leaders: A Performance-Driven Approach to Building Leadership Capacity	<b>DSR06</b> Rethinking Employee Motivation		
<b>DMJ03</b> Using Succession Planning to Drive District Human Capital Growth			
DMJ04 DMC Managers' Toolkit: Should You Make Succession Planning a Priority?			
<b>DMJ05</b> DMC Case Study: Succession Planning at Brevard Public Schools			

#### A B O U T U S

## The District Management Council

The District Management Council actively engages with its member districts on these and other management-related topics by helping develop and implement relevant strategies and tactics. DMC is a member-driven organization and will continue to research and deliver management insights on an ongoing basis. To learn more about how DMC membership can advance your district's agenda, please contact us at 877.DMC.3500 or by email.

Nicholas P. Morgan, Managing Director, nmorgan@dmcouncil.org The District Management Council website: www.dmcouncil.org